



Nurturing Teacher Leadership

National Board Certification Candidate Support Program

Sponsored by the Chicago Public Schools and the Chicago Teachers Union



School Counseling Candidate Profile/Application

National Board Certification has two elements: (1) the Body of Knowledge, which includes the Five Core Propositions, the Architecture of Accomplished Teaching, and certificate-specific professional teaching standards; and (2) an Assessment of Content Knowledge and Pedagogical Practice. These are assessed through three student-based portfolio components and an exam.

All NBPTS Standards are based on Five Core Propositions that define the skills, knowledge, dispositions and commitments that distinguish accomplished teaching.

1. Teachers are committed to students and their learning.
2. Teachers know the subjects they teach and how to teach those subjects to students.
3. Teachers are responsible for managing and monitoring student learning.
4. Teachers think systematically about their practice and learn from experience.
5. Teachers are members of learning communities.

Your first step in pursuing National Board Certification is to know and follow the Five Core Propositions and the standards for your chosen certificate area so that you will understand and know how to demonstrate them in your practice. Please visit the National Board for Professional Teaching Standards website at <https://www.nbpts.org/standards-five-core-propositions/> and **look at the drop-down menu on the right, where you can locate the Standards** in your certificate area; you will need to read them to complete the Profile.

If you are prepared to experience what it means to be recognized as an accomplished school counselor and can commit to all that is required, please complete the application pages and the accompanying Profile of Professional Practice with all information requested.

Nurturing Teacher Leadership Program Incentives, Support, and Candidate Obligations

I. INCENTIVES

- A celebration of accomplishment for all teachers and school counselors completing the certification process and achieving National Board Certification
- Public recognition of expertise
- Yearly pensionable stipend (\$2,295+)
- ISBE NBPTS endorsement
- National, state and local recognition

- Two-year individualized weekly professional development
- CPS lane placement credit – 27 hours (optional)
- 18 graduate credits (optional)
- Optional Master of Arts degree in Teaching and Learning
- Collegial support and work with cohort of highly talented and committed CPS teachers and school counselors
- Opportunities to mentor other candidates upon achievement
- Coaching incentives
- ISBE license renewal requirement cut in half - only 60 PD Hours required every 5 year re-licensure cycle

II. SUPPORT

- Assistance with ISBE scholarship for NBPTS Certification entry fee while funds last
- Technical and collaborative support
- Individual mentoring
- Group facilitation throughout the process
- Two years of professional development
- Resource materials
- Two intensive Summer Institutes (in the first two weeks of August, both summers)
- Virtual mentoring
- Spring Break support before portfolio submission (as needed)
- Future support with Maintenance of Certification (Renewal)

III. CANDIDATE OBLIGATIONS

- Required participation in @ 400+ hours of professional development (Thursdays – 5:00 PM - 8:30 PM and one Saturday most months (9:30 AM - 4:30 PM) from September 2022 through June 2024 in the Nurturing Teacher Leadership (NTL) program and ongoing work between classes. Because CPS sometimes takes Thursday evenings (i.e., for parent conferences), or in case of a holiday schedule, a 2nd Saturday may be scheduled in designated months
- Summer Institutes – In 2022, the required Summer Institute will take place over 7 full days, from 9:30 AM - 4:30 PM, in the first two weeks of August 2022. The dates will be aligned with the CPS summer school calendar. There will be a required second Summer Institute in 2023, dates TBD
- Completion of the components required by the National Board within the time period required by NTL
- Remaining in CPS as a school counselor during the two-year certification process and for one year following completion of process
- Required attendance during Spring Break, if needed to be current with candidate requirements
- Unlimited evening and weekend home access to the Internet
- All work done in Microsoft Word unless otherwise agreed by full certificate-area cohort
- 24/7 access to email (personal Gmail account in addition to your CPS account)
- Responses to all NTL communication within 24 hours
- Donation of 20 hours of service (e.g., mentoring, professional development, writing legislators, committee membership) to CTU/CPS upon successful completion of NBC, if requested

Nurturing Teacher Leadership Profile Process

NTL Profile Sections:

1. Basic Information and General Educational Background
2. Narrative Short Response Prompts
3. Essay Section
4. Certificate-Area Content Knowledge Questions

Submission of Profile

Once you have submitted your Profile to the Quest Center you have enrolled in NTL, and your personalized pre-candidacy professional development process, which leads up to the formal Summer Institute, begins. Feel free to write Gloria Henllan-Jones at nationalboard@ctuf.org for support while completing your Profile. We will also be contacting you in about two weeks to check on your progress and to see if you need clarification or support.

What you will be submitting:

Please submit the Profile/application as an **email attachment** to nationalboard@ctuf.org
The email must include the following **5** attachments:

- **PDF document which includes the completed Basic Information, General Educational Background, and dated signature**
- **These 3 separate Word documents (please do not send material as Google docs): -**
 - 1. Narrative Short Responses**
 - 2. Essay Section**
 - 3. Certificate Area Content Knowledge Questions**
- **a copy of your entire ISBE PEL (professional educator license)**

Profile due date: Your Profile **must** be received by 11:59 PM on **Tuesday, June 28, 2022.**

NO extensions will be given.

You may submit your Profile earlier than **Tuesday, June 28, 2022.**

You **must** attach a copy of your **entire ISBE PEL** (professional educator/counselor license) to the profile.

Your license must show your: **1.** name (which needs to be the same as the name you use with NBPTS, CPS, CTU, and the state scholarship application), **2.** license type, **3.** expiration date, and **4.** all endorsements and approvals.

Email your Profile to: Nurturing Teacher Leadership at nationalboard@ctuf.org

Essential Questions for NTL Candidacy

Are you ready to meet the requirements of the certification and/or NTL's candidate preparation process as explained at our informational meeting? Answering the following questions will help you decide:

- Have I been a licensed school counselor who has practiced for a minimum of three years in the curricular area and certificate level for which I seek certification?
- Is at least 51% of my time spent counseling students?
- Have I completed my baccalaureate degree and hold a valid state school counseling license?
- Am I currently a certified school counselor who intends to stay in a CPS school for at least two years during, and one year after, the National Board Certification process, providing direct service to students?
- Can I demonstrate proficiency in what I know and what I am able to do in school counseling – according to the NBPTS standards? Can I do this through video and in writing?
- Am I willing to participate in the intensive NTL professional development experience (and do I have the time) knowing that, nationally, only 70% of candidates achieve National Board Certification but going through the process with NTL improves that rate to 90+%?
- Are the Five Core Propositions incorporated into my philosophy of school counseling?

- Are the NBPTS school counseling Standards embedded in my counseling practices? If not, am I willing to learn what is necessary to meet these Standards?
- Am I knowledgeable enough in all areas of my field?
- **Do I understand that if I do not complete the NBPTS certification process, attend NTL classes and complete all requirements, I will reimburse Nurturing Teacher Leadership for all expenses incurred, including, but not limited to: professional development materials and costs, individual mentoring, course credit, and component certification costs accrued by NTL at a rate of \$523.17 for each month, or part of a month, that I have been enrolled in the program?**

NTL National Board Certified Teachers/Counselors (NBCTs) will be reading your profile and returning it to you with coaching questions and commentary so you can revisit, revise and return the revision with the commentary in the time period required. Please plan your next three weeks+ to allow yourself plenty of time to thoughtfully prepare the Profile, as per our discussion at the informational meeting. Remember that your profile helps NTL staff determine the professional development you will need, the mentor team that will best meet your needs, and the cohort that is most appropriate for you.

Note to Applicants

Thank you for your participation in this rigorous Profile process, which is meant to give you a taste of the NTL program and the NBC process. The Profile of Professional Practice is a sample of the prompts candidates respond to, as well as the writing format and content that accomplished NBPTS-certified teachers and counselors produce during their assessment process. This Profile is meant to create a portrait of you as an school counselor. **Please adhere to all directions!! Answer every part of every question. The whole Profile needs to be in Arial 11 pt. font and double-spaced (with the exception of the prompts, which are copied single-spaced). Be specific in your responses.**

National Board Certification portfolio preparation is extremely rigorous and time consuming (videoing, writing, analyzing student work and one's own practice, reflecting, reading and researching, working with colleagues, gathering documentation, collecting and analyzing student data, and communicating and meeting with parents and community, beyond NTL class time). All candidates (teachers/counselors/librarians) are urged to consider all personal and professional commitments next summer and during the next two school years before making the decision to seek National Board Certification and participate in the Quest Center's Nurturing Teacher Leadership program. You may need to forego after-school activities (coaching, after-school classes, school committee work, etc.) that conflict with our PD sessions in order to participate in NTL. Your principal will be informed of your time constraints.

You will sign a **Memorandum of Understanding** committing to the NTL National Board Certification process when you formally enroll in NTL by attending Summer Institute.

Through Nurturing Teacher Leadership, you will measure your teaching/counseling practice against high and rigorous standards, improve student learning, be a catalyst for your own professional growth, recognize and be rewarded for your impact on improving student learning, raise the level of professionalism in your field, help to reshape the public's perception of teaching, create more professional and educationally rewarding relationships among teachers, and advance the knowledge base of teaching. **Are you up to the challenge?**

Our funding enables us to sponsor this 24th cohort of NBC candidates. A panel of NBCTs will review all complete Profiles and plan professional development and cohort structures for the 2022/24 (NTL 25) cohort. All CPS counselors who have shown promising evidence of their ability to meet the high and rigorous standards and assessments the National Board for Professional Teaching Standards expects of their Board Certified Teachers are welcomed into NTL. Like the Quest Center, the National Board for Professional Teaching Standards originated in teachers' desire to improve their practice and the profession. Through NBC, it is possible to identify teachers and school counselors who meet the highest standards of the profession as established by OUR peers. While NTL's process is one of self-selection, our candidates come to NTL with the ability to express ideas clearly; commitment to professional development and professional service; experience in their field; willingness to align their practice with NBPTS requirements, Standards, and Five Core Propositions; and the skills needed to clearly describe, analyze, and reflect on their counseling practice and student assessment data, as demonstrated through their Profile and subsequent revisions of the Profile.

ALL QUESTIONS MUST BE ANSWERED

Name: _____ DOB: _____

Complete home address (zip code + 4 digits): _____ CPS Employee ID#: _____

Preferred Phone #: _____

Secondary Phone #: _____

Personal non-CPS Gmail address (NTL requires a Gmail account): _____

CPS E-mail: _____

Current School Name: _____ Network: _____

School Address: _____

Principal's Name: _____ Principal's Email address: _____

(All candidates must have 24-hour access to their non-CPS email and the internet.)

What were your school counseling duties & the grades & ages of students with whom you worked during the 2019-2020 school year? _____

What were your school counseling duties & the grades & ages of students with whom you worked during the 2020-2021 school year? _____

What were your school counseling duties & the grades & ages of students with whom you worked during the 2021-2022 school year? _____

What were your school counseling duties & the grades & ages of students with whom you worked during the 2022-2023 school year? _____

Where did you counsel in:

2019-2020? _____

2020-2021? _____

2021-2022? _____

Where will you teach in 2022-2023? _____

Gender/Ethnic background (optional): _____

Counseling status: ☐ Tenured ☐ PAT (No Cadre, TAT, or Type 29 licensed teachers may apply)

☐ Charter (school) _____

(CPS does not pay the cost of teachers in charter schools. All charter school applicants must either pay for their own support or receive funding from their chartering agencies.)

Postsecondary Education:

Institution	Location	Major	Degree	Date of Degree
1. _____				
2. _____				
3. _____				

From what institution did you receive your counseling credential? _____

In what field? _____ Date: _____

My ISBE Professional Educator License (PEL) # is: _____ My ISBE IEIN # is: _____

My Illinois PEL expires on June 30, ☐ 2022 ☐ 2023 ☐ 2024 ☐ 2025 ☐ 2026 ☐ 2027

I have been a certified school counselor since _____

Are you interested in our Master's degree program option? ☐ Yes ☐ No

In the last five years, I have participated in Professional Development in the following areas:
(check all that apply)

- | | |
|-----------------------------------------------------------|----------------------------------------------------------|
| <input type="checkbox"/> Differentiated Instruction | <input type="checkbox"/> Cooperative Learning |
| <input type="checkbox"/> Reflective Practice | <input type="checkbox"/> Constructivist Practices |
| <input type="checkbox"/> Brain Compatible Teaching | <input type="checkbox"/> Bilingual Education |
| <input type="checkbox"/> Inclusion | <input type="checkbox"/> Arts Integration |
| <input type="checkbox"/> Modifications and Accommodations | <input type="checkbox"/> Classroom Management |
| <input type="checkbox"/> Culturally Responsive Practice | <input type="checkbox"/> Response to Intervention / MTSS |
| <input type="checkbox"/> Trauma Informed Practice | <input type="checkbox"/> Restorative Practice |
| <input type="checkbox"/> Family Involvement | <input type="checkbox"/> Inquiry Based Learning |
| <input type="checkbox"/> Project Based Learning | <input type="checkbox"/> Peer Coaching |
| <input type="checkbox"/> Critical Thinking | <input type="checkbox"/> Objective Setting |
| <input type="checkbox"/> Other: _____ | |
| <input type="checkbox"/> My field of expertise _____ | |

☐ I work with my colleagues in the following ways. Please list:

☐ I have worked on local, district, state or national task forces, review panels, committees, etc. Please list organization(s) and role(s) you played:

Provide the **names, positions, email addresses**, and **personal and work phone numbers** of TWO professional references. They should have personal knowledge of your current performance as a classroom teacher. ONE must be a **teaching colleague**. They may be contacted.

1. _____
2. _____

How did you hear about Nurturing Teacher Leadership? _____

How long have you been a member of the Chicago Teachers Union? _____

In what CTU-sponsored activities have you participated, if any?

- | | |
|---------------------------------------------------|----------------------------------------------------------------------------------|
| <input type="checkbox"/> strike | <input type="checkbox"/> Quest Center classes |
| <input type="checkbox"/> school delegate | <input type="checkbox"/> Union Committee Member. If so, which committee(s) _____ |
| <input type="checkbox"/> school based PPC member | <input type="checkbox"/> Attendance at special events. If so, which events _____ |
| <input type="checkbox"/> school based PPLC member | <input type="checkbox"/> other _____ |
| <input type="checkbox"/> school safety committee | |

Have you ever applied for National Board Certification? If so, when? Who was your support provider?

Have you ever been a National Board assessor? If so, when, and for what certificate and component or exercise?

To which professional organizations (related to your certificate content area) do you belong?

What is the last professional publication (related to your certificate area) you read?

What **3** things do you most want to know about your students you counsel (Their..., How they..., Why they..., What they...)?

1. _____
2. _____
3. _____

List two (2) open-ended questions you have asked your students (related to counseling).

1. _____
2. _____

List four (4) core teaching strategies you use in your large and small group guidance lessons.

1. _____
2. _____
3. _____
4. _____

What are your professional goals for the next 3 years?

Knowing that we meet cohort-style, what are the strengths in your *teaching pedagogy* and *content knowledge* specific National Board certificate area that you will share with your peers?

The hours of my school are: _____ to _____ .

Everything I have stated in any part of this application and profile is true and correct. I have read and comply with all directions, obligations, and time commitments in the NTL application/profile.

Application Signature and Date

DIRECTIONS: NARRATIVE SECTION – SHORT RESPONSE

Please adhere to these instructions. These tasks mirror NBPTS portfolio expectations and formatting requirements.


- a) **This Profile is about you;** write it in 1st person, active voice. Show your active school counseling practice. Use “I”.
- b) Each response must address only what the prompt asks for, but be sure to address everything asked for. Do not provide any extraneous information not requested in the prompt.
- c) Your responses must only relate to your teaching in your National Board certificate area of school counseling.
- d) Copy and paste the COMPLETE PROMPT, single spaced, into your document. The complete prompt must appear at the beginning of your response (do not include the word count). **The word count is to be followed within 5% above or below the count.** If the count is not followed, that response will not be read. Please do not add your word count to your response. **Note: the word count does not include 1 or 2 letter words (a, an) or the, although they are counted by MS Word.**
- e) Each response immediately and continuously follows the previous one.
- f) All responses are to be typed, double-spaced, using only Arial 11 pt. font.
- g) Your profile MUST have 1 inch margins on the top, left, and bottom. The **right** side of this Narrative Short Response section must have a 2.5” margin to allow for the reader to respond with questions and comments.
- h) In the document header, place your **name** and the page number in the upper right-hand corner INSIDE the header so they appear on every page of the document. All pages must be numbered.
- i) You must adhere to space and word allotments and **all directions** so your profile can be reviewed.
- j) Spell out all acronyms the first time they appear, then put the acronym in parentheses. You can use the acronym after that.

Example: Nurturing Teacher Leadership (NTL)

- k) **Proofread** your narratives for spelling, punctuation, syntax, mechanics, and usage. This is a professional document.
- l) You must adhere to space and word allotments and all directions so your Profile can be reviewed.

THESE NARRATIVE SECTION DIRECTIONS AND THE FOLLOWING PROMPT PAGES SHOULD REMAIN AS THE COVER SHEETS OF THIS SECTION OF YOUR RESPONSES.

NARRATIVE SECTION PROMPTS

- 
1. **AFTER you have completed the entire Profile, scroll back to address prompt Number 1: In @ 75 words, tell what you would most like to learn in NTL and why.**
 2. In @ 100 words, tell us why you want to **be** National Board Certified.
 3. In @ 100 words, tell why you want to participate in Nurturing Teacher Leadership's professional development process.
 4. Professional Development
 - a. In @ 300 words describe two of the most meaningful PD experiences, related to your school counseling program and practice, in which you have participated. For each, tell why you chose the experience. For each, tell what you learned and how you implemented your learning in your counseling practice.
 - b. In @ 150-200 words, tell what specific measurable impact your participation in these professional experiences had on the students you counsel. (What did students learn as a result of what you learned and implemented?)
 5. Differentiation and Impact
 - a. In @ 400 to 450 words, tell why, and describe how, you incorporate multiple approaches to counseling and varied instructional strategies into your day.
 - b. In @ 200 words, tell how you differentiate your strategies to address your students' varied counseling/learning needs and competencies during small and large group guidance and individual counseling sessions.
 - c. In @ 150 words, tell the specific impact the differentiated counseling or instruction you described in 5a has had on your students' learning and/or well-being. Give specific examples.
 6. In 250 words, tell how you ensure your practice is culturally responsive and meets student needs by representing students' backgrounds, history, and cultures. What do you need to do better?
 7. Family and Community Involvement
 - a. In @ 150 words, cite evidence of how you involve your students' families in the counseling of your students. Then tell how your students have benefited because you have involved their families.
 - b. In @ 150 words, cite evidence of how you involve external community in your counseling practice. Then tell how your students have benefited because you involved the community.
 8. In @ 200 words, tell how, when, and why you collaborate with professional colleagues. Tell what impact such collaboration has on student learning and/or well-being.
 9. In @ 250 words, tell how you work to establish and foster an emotionally, socially, and physically safe learning environment for students, staff and families.

10. In @ 250 words, tell the approaches you have used to deal with student trauma in your practice. Describe a specific instance when you had to address student trauma and how you approached it, which technique you used, and why you chose to use that technique. Describe the impact of the technique you used on student well-being.
11. In @ 200 to 225 words, explain how you monitor the learning and/or well-being your students gain from your counseling.
12. In @ 75 words, tell how you provide feedback to individual students and their parents.
13. In @ 200 words, describe how you model and promote appropriate behavior for your students.
14. In @ 250 words, tell how you identify trends and patterns of critical student needs.
 - a. Tell the sources from which you collect data that help you identify such needs.
 - b. Tell how you collect the data.
 - c. Finally, tell how you analyze the data. Give an example of what you have done with the information and how you have implemented it in your work with students.
15. In @ 350 words, describe your school counseling program.
 - a. In the 1st paragraph, describe how it is comprehensive.
 - b. In a 2nd paragraph, tell how it demonstrates continuous improvement.
 - c. In a 3rd paragraph, connect your school counseling program to the mission of your school and tell how the counseling program advances the mission.
16. In @ 200 words, describe what diversity “looks like” in the students you counsel and how you address diversity as a counselor. For NBPTS, diversity does not refer to the CPS term ‘diverse learners’ but to all the students in your school. Diversity may include any and all of the following: experiences, gender, culture, family structures, race, ethnicity, language and language proficiency, abilities, challenges, behaviors, talents, aspirations, interests, personalities, responses, ages, communication modalities, work habits, learning styles, goals, social-emotional competencies, etc.
17. In @ 250 words, tell how you address academic, career **and** personal/social student competencies in your school counseling program.
18. In @ 100 words, tell how you challenge students.
19. In @ 100 words, tell how you motivate students.
20. In @ 300 words, describe how small group counseling sessions and classroom guidance lessons are integrated into your daily work with students. Tell the impact such sessions have had on student learning and/or well-being.
21. In @ 300 words, “paint a picture” of a recent, specific day of your counseling activities. Describe the counseling you did and the tasks/activities in which students took part. Tell the impact these activities/tasks had on student learning and/or well being. We need to ‘see’ what you and the students you counsel did that day. Begin by telling us the date you are writing about. Do not just give a time distribution.

Continue to Essay Section

DIRECTIONS: ESSAY SECTION

- a) Unlike the short narratives, **each essay MUST start on a new page.**
- b) Copy and paste the COMPLETE PROMPT single-spaced into your document. The complete prompt must appear at the beginning of each of your responses.
- c) All Essay responses are to be typed, double-spaced, using only Arial 11 pt. font.
- d) Unlike the narratives, your **Essay Section MUST have 1 inch margins on all 4 sides.**
- e) In the document header, place your name and the page number in the upper RIGHT-hand corner INSIDE the header so they appear on every page of the document.
- f) The Essays are about you; **write in 1st person, active voice.**
- g) Double check that all required information is provided.
- h) Proofread your Essays for spelling, mechanics, punctuation, and usage.
- i) Adhere to all directions!

THESE ESSAY SECTION DIRECTIONS AND THE FOLLOWING PROMPT PAGES SHOULD REMAIN AS THE COVER SHEETS OF THIS SECTION OF YOUR RESPONSES.

ESSAY SECTION PROMPTS

1. In ONE full page describe an instance when reflection on your counseling practice and its impact led you to alter one or more aspects of your practice, curriculum, delivery of your program, or program structure. When you write this, think of something you changed that 'didn't go so well.' Show when and how you reflected. Tell how the change you made as a result of your reflection has improved student learning and/or well-being. Cite specific examples.
2. Analyze your counseling in light of each of the National Board's Five Core Propositions in five paragraphs on TWO full pages. Tell how your addressing each of these Propositions meets the needs of your students. Give each Proposition its own paragraph. Be specific.
3. In TWO full pages discuss a controversial educational issue connected to school counseling that has 2 distinctive points of view. Choose a current "hot school counseling topic" that affects you as a school counselor.
 - a. In the first paragraph briefly state the issue and what the two sides believe.
 - b. In the second paragraph write about both sides of the issue in an **unbiased** fashion. Use current research and expert opinions to support each side, but remember this is not a research paper. Give equal support to both sides of the issue.
 - c. In a third paragraph, explain which side of the issue you support and provide reasons and evidence as to which side of the issue you agree with. DO NOT agree with both sides.
4. Examine your school counseling practice and describe how it aligns to each of the following NBPTS school counseling Standards:
 - a. Standard III. Human Growth and Development
 - b. Standard IV. Counseling Theories and Techniques
 - c. Standard VI. School Climate
 - d. Standard IX. Student Assessment

In your essay, list the number and title of each of these 4 Standards and tell how each applies to you and how each is reflected in your practice. Devote 15 to 18 lines to each of the 4 Standards. Be specific. If you do not have your standards, visit <https://www.nbpts.org/standards-five-core-propositions/> and **look at the drop-down menu on the right**, where you can locate the NBPTS School Counseling Standards.

5. Choose 5 school counseling strategies you use most often in your practice and, in 5 paragraphs on TWO full pages, describe when and how you use them in your school counseling. Give a rationale for the use of each strategy you describe.
6. Choose a recent large or small group counseling experience/activity you deem successful. **‘Successful’ means students learned what you wanted them to learn.** In 2 to 2½ pages, you will describe and analyze your presentation of this counseling experience/activity, how you assessed student learning, and how your counseling practice impacted student learning for this successful lesson. Provide your rationales for your counseling and instructional choices and decisions.
 - a. In the 1st paragraph state your student **LEARNING competencies you addressed** in this counseling experience (tell what CONTENT, BEHAVIOR or SKILL you wanted them to **LEARN** as a result of your counseling/teaching).
 - b. In a 2nd paragraph, describe the nature of the experience. Clearly show what you were doing and what the students were doing. Show what strategies (counseling, teaching) you were implementing.
 - c. In a 3rd paragraph, tell why the experience was successful and how you know this (what evidence do you have that demonstrates successful student mastery of the learning competency you were teaching?), emphasizing the impact of your lesson or session with students. NOTE: A session/lesson is only successful if the student(s) learned what you planned for them to LEARN at the end of the session/lesson!
 - d. In the 4th paragraph of your essay, analyze fully all aspects of your counseling that contributed to this experience’s success, including all counseling/instructional decisions – planning, strategies, real-time, in-the-moment modifications and adjustments, choice of evaluation tools, etc. Provide a rationale for each choice of strategy, counseling/instructional decision and adjustment and/or modification you made and evaluation tool(s) you used that you described in this essay.
 - e. In a 5th paragraph tell what aspect of your structured activity, and specifically of the students’ work, provided you with information regarding your future work with these students.

You should use 2 to 2 1/2 pages to describe and analyze your counseling/teaching, assessment/evidence, and student learning/competency mastery in this successful experience and to give your rationales for your counseling/instructional choices and decisions.

Continue to Content-Area Knowledge Section

CERTIFICATE AREA CONTENT KNOWLEDGE QUESTIONS

The following prompts are based on the content knowledge that you will need to work toward your NBPTS School Counseling certificate. There are 2 prompts you must address, *prompt a* and *prompt b*. You are to address *prompt a* and *prompt b* separately in @ 350 words EACH. There are multiple parts to the prompts; make sure to address ALL parts within the word limit.

BEGIN YOUR RESPONSE ON A NEW PAGE - Include this page as a cover sheet for this section.

SCHOOL COUNSELING

- a) Two school counselors are having lunch together. One counselor tells the other about a 12-year-old student she is working with who identifies as LGBTQ+. As she tells her colleague about the student, she describes her deep religious beliefs against everything this student talked about in a counseling session. She said that based on her religious beliefs she felt compelled to counsel the student “out of being LGBTQ+.” She shared that normally she keeps her beliefs out of the school counseling office, but in this case she sees her efforts as “worth it” to “save” this student. The counselor’s approach is recognized as unethical by her colleague.
- Identify and explain the factors a school counselor needs to consider related to school climate and trust. In your writing, address the scenario above but not only the scenario.
 - Describe in detail one student-based approach and one school-wide approach for establishing and maintaining an accepting and supportive school climate. The approaches should connect to the scenario.
 - Provide a rationale for why these approaches would be particularly appropriate and effective in this scenario.
- b) You are a school counselor at an urban public high school where 60% of the graduating class matriculated to a public 2- or 4-year college, which is consistent with previous graduating classes. Some of the most academically talented students have been accepted into private four-year schools, yet most choose to attend public schools. Your department has discussed this phenomenon and concluded that although students apply to both public and private colleges and universities, cost and financial aid concerns are major factors affecting where students ultimately attend school.
- Identify 2 issues present in the scenario.
 - Identify information about the school counseling program that can be inferred from the scenario.
 - Describe 2 significant strategies to address the issues you have identified. Explain how each strategy would improve the counseling program.

**After you complete the Certificate-Area Content Knowledge section,
REMEMBER to go back and respond to Narrative Prompt 1.**